

GUIDESTEPS FOR THE CLASSROOM OBSERVATION AND IEP TEAM INTERVIEWS (F-5)

This form is used as a guide for conducting classroom observations of selected students AND for interviewing members of the students' IEP teams. The monitoring team should determine the students to be observed from the sample of files reviewed with an F-1. A balance of ages, disabilities, services, schools, and teachers should be sought. The observation can take place in the regular class, special education class or during a related service session. The time of the observation should be scheduled so that the student is engaged in IEP driven activities during the observation.

Item	Method
#1 No Citation	Prior to the observation, record short versions of the PLEP, IEP goals and services as a memory tool.
#2 No Citation	While it is unlikely that the observer will see instruction in all goal areas, the observer should note the alignment of some goals with activities during the observation. If no alignment is observed, question the teacher following the observation to determine if IEP driven instruction takes place. If not, mark this item in non-compliance.
#3 IV.B.5	<p>The purpose of this item is to determine if instructional adaptations that are identified on the IEP are provided to the student.</p> <p>If the IEP is specific about the adaptation, the compliance call is straightforward. Example: Garth will use a pencil grip during any written work.</p> <ol style="list-style-type: none"> 1. If you observe Garth writing with a pencil grip = In compliance 2. If you observe a writing assignment and Garth does not have a pencil grip = Not in compliance <p>If the IEP is less specific, the observer must use judgement in determining compliance. Example: Johnny will have additional time to complete math assignments in class.</p> <ol style="list-style-type: none"> 1. Johnny is instructed to do fewer problems or is given some extra time = Compliance is a judgement call.
#4 IV.B.6	This item is similar to IV.B.5 but the observer is looking for special equipment, materials, or services.
#5 IV.B.7	This item is similar to IV.B.5 but the observer is looking for supports for classroom personnel.

IEP Team Interviews

Each observer should try to interview as many members of the observed student's IEP team as is feasible. The interviews may be in person or by telephone, one-on-one or in a group. The student should also be interviewed unless it is clearly not productive to do so because of age or degree of disability.

Item	Method
1. No Citation	<p>Ask each person if they have a copy of the IEP. Note the participants' responses. Make a brief notation of highly positive or negative feedback.</p> <p>Compliance: No compliance call is necessary. Technical assistance may be appropriate.</p>
2. III.B.4.d	<p>How are AZ Academic Standards used to develop the student's IEP? Indicate responses. Make a brief notation of highly positive or negative feedback.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. "What are they?" = Not in compliance 2. "Used them a little" = In compliance 3. "Selected goals directly from them" = In compliance <p>Based on the totality of the responses, determine if the student's program includes access to the general curriculum (State Standards)</p>
3. No Citation	<p>This question is not evaluated here but contributes to the summative decision for compliance on the question of the IEP reflecting all of the student's needs – III.B.13</p>
4. IV.B.4	<p>What factors did the team consider when determining participation in non-academic and extra-curricular activities? Note responses. Make a brief notation of highly positive or negative feedback.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. "The student is in a self-contained classroom" = Not in compliance 2. "The student's educational level is too low functioning" = Not in compliance 3. "Student participates in all age appropriate activities with his non-disabled peers" = In compliance 4. "Student has full access" = In compliance <p>Based on the totality of the responses, determine if the student participates in non-academic and extra curricular activities. List examples as appropriate.</p>

<p>5. III.B.4.p</p>	<p>What factors did the team consider in determining participation in AIMS and SAT 9 tests? Note responses. Make a brief notation of highly positive or negative feedback.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. "What are the AIMS and SAT 9 test" = Not in compliance 2. "The tests are too difficult" = Not in compliance 3. "We discussed grade levels, shorter time period and scheduling" = In compliance 4. "We discussed accommodations " = In compliance <p>Based on the totality of the responses, determine if the IEP team considered participation in and adaptations for the AIMS and SAT 9 tests</p>
<p>6. III.B.4.k</p>	<p>What factors did the team consider when determining the need for ESY? Note the responses. Make a brief notation of highly positive or negative feedback.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. "Student not severely disabled" = Not in compliance 2. "We did not discuss ESY services" = Not in compliance 3. "We discussed regression/recoupment of skills" = In compliance 4. "We discussed critical learning stages" = In compliance 5. "As this is the first IEP for _____, we will discuss ESY services at a future IEP meeting" = In compliance 6. "We discuss ESY services in May" = Not in compliance <p>Based on the totality of the response, determine if the IEP team considered ESY services.</p>
<p>7. IV.B.2</p>	<p>Are services in the IEP are being provided? Note responses. Make a brief notation of highly positive or negative feedback.</p> <p>Based on the totality of the responses, determine if the IEP is being implemented as written.</p>
<p>8. III.B.11.b</p>	<p>Will the student achieve his/her IEP goals? If not, what is being done? Note responses. Make a brief notation of highly positive or negative feedback.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. "What are they?" = Not in compliance 2. "I don't know how s/he is doing" = Not in compliance 3. "We have not discussed progress in IEP goals" = Not in compliance 4. "I anticipated that the student will achieve IEP goals this school year" = In compliance 5. "He's not doing well but nothing is done" = Not in compliance 6. "We reconvened the IEP team and discussed the lack of progress" = In compliance

Interviewer Summary	
Strengths	From all of the information obtained, summarize the strengths of the IEP process for this student.
Weaknesses	From all of the information obtained, summarize the weaknesses of the IEP process for this student.
V.B.2.f	Based on the totality of the responses, determine if the parent actively participated in the development of the IEP. Review the responses from all the respondents and make a brief statement.
III.B.13	Does the IEP reflect all of the student's needs? This is a summative judgement call by the interviewer. Based on the totality of the responses, determine if there was an "I" in the IEP.